



# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA NEWSLETTER

Volume 108, Issue 4

Fall, 2008

## Inside this issue:

Competitions/Awards	1,9
Educator opportunities	8-11
Events	2+
Featured Geographer	NA
Lesson Plans/Activities	12-15
Resources	2

## China: Olympic Hopes, Education & Controversy

From the moment China won the hosting bid for the 2008 Olympics back on July 13, 2001, they began preparing to show the world the New China. Within days, a national education campaign on Olympics was launched to help popularize Olympic knowledge and promote Olympic spirit among Chinese youth. During the campaign, 556 model schools were established throughout the country in a quest to broaden students' views and awareness of the sporting events, encourage them to be

more involved and help preserve the cultural heritage of the games. Some statistics state that as many as 400 million Chinese young people were involved in the program.

China also continued the tradition of hosting the *Olympic Youth Camp* and added their own piece of history by being the first to include young people with disabilities from the host country. Some 383 volunteers helped make it a memorable

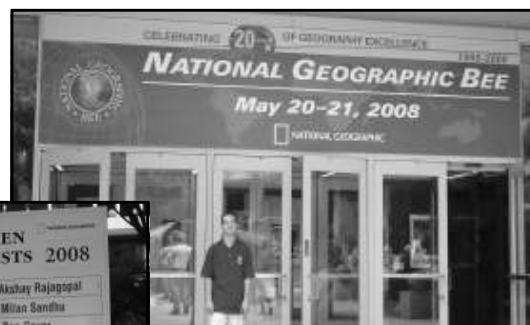


Continued on page 7

## Indiana Student Makes Great Showing Nationally

*Cochabamba is the third largest urban area of what country?* Do you know? See below!

The competition that began last fall with nearly five million competing fourth through eighth grade students, ended on May 21st with one champion. The fifty-five state and territory winners converged in Washington, DC on May 20-21 to battle it out for the national title and a \$25,000 college scholarship. After day one, the group was whittled down to just ten. Among these ten national finalists, was Indiana's Erik Troske. (Troske has won the Indiana Geographic Bee the last two years.) It had been ten years since Indiana's representative had made it to the final ten, and only three students before Erik had done so since the Bee began in 1989.



*Erik Troske at National Geographic Headquarters in DC.*

TOP TEN FINALISTS 2008	
NEBRASKA	Akshay Rajagopal
NEW HAMPSHIRE	Milan Sandhu
DISTRICT OF COLUMBIA	Ben Geyer
CALIFORNIA	Nikhil Desai
ALABAMA	Hunter Blodgett
MASSACHUSETTS	William Lee
MISSOURI	Isaac Pasley
MONTANA	Joseph Peres
INDIANA	Erik Troske
NORTH CAROLINA	Taylor Morris

*Top ten finalists announced.*

For those watching the live final round broadcast, it was a barn burner. Six students were eliminated while Erik and three others remained in the competition. Unfortunately, he was the next to be eliminated after his second wrong an-

Continued on page 3

## Special Points of Interest:

- Olympic classroom connections
- ICSS Annual Meeting
- NCGE Annual Meeting
- Geographic Bee Registration Deadline Oct. 15
- International Festival 2008!



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## Calendar of Events

- Oct. 9-12—**NCGE Annual Conference** in Dearborn, Michigan. *Page 9.*
- Oct. 14—**Geography Action! Workshop** at Northview Middle School, focusing on “Mapping the Americas” theme. *Page 8.*
- Oct. 15—**Half-Pint/Pint Size Economics Workshop** at CIESC, Indianapolis. For grades K-5; \$10 fee; dinner provided; 4:30-7:30pm.
- Nov. 6—**ICSS Annual Conference** to be held at IUPUI. For more information, visit [www.wvec.k12.in.us/icss/](http://www.wvec.k12.in.us/icss/).
- Nov. 16-22—**National Geography Awareness Week**. 2008 Theme: *The Americas!* For more information, visit [www.nationalgeographic.com/geography/action](http://www.nationalgeographic.com/geography/action) in September.
- Week of Nov. 17—**International Economics Workshop** hosted by the IUPUI

Center for Economic Education. Contact Terri Crews at (317)274-8100 or [www.econed-in.org/center\\_iupui.asp](http://www.econed-in.org/center_iupui.asp).

- Nov. 19—Tenth Annual **National GIS Day**. Get involved today! Visit [www.gisday.com](http://www.gisday.com).
- Nov. 20—**Geography Action! Workshop** at the International Festival, focusing on “Mapping the Americas” theme; IN State Fairgrounds. See *Page 11.*
- Nov. 20-23—Annual **International Festival** at the Indiana State Fairgrounds. *Page 11.*
- Dec. 5-6—**GENI Board Meeting** to be held on the northeast side of Indianapolis. Contact the GENI Main Office if interested in attending.

*Note: All GENI events offer Professional Growth Points!*

## Resources

- **Virunga Gorillas Classroom Companion**—Who murdered the Virunga Gorillas? The online feature includes the full article, interactive time line, video, photo gallery, and more. Go to [www.ngsednet.org/community/resource\\_uploads/virunga\\_gorillas\\_cc\\_july\\_08.pdf](http://www.ngsednet.org/community/resource_uploads/virunga_gorillas_cc_july_08.pdf) to download.
- **H2O for Life** - global connections to schools in developing countries; a service learning project in the U.S. school to fund a water, sanitation and hygiene project for a partner school while becoming educated about the world water crisis. [www.h2oforlifeschooltoschool.org/](http://www.h2oforlifeschooltoschool.org/)
- **Classroom Earth**—program designed to enhance and strengthen environmental education in high school classrooms nationwide; HS Challenge Grants available. [www.neefusa.org/programs/classroom\\_earth.htm](http://www.neefusa.org/programs/classroom_earth.htm)
- **Olympic Medal Count Map**—great interactive map covering all of the Olympics since 1896, from the *New*

*York Times* (geographic view/ranking) [www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804\\_MEDA\\_LCOUNT\\_MAP.html](http://www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804_MEDA_LCOUNT_MAP.html). *Page 13.*

- **Indiana State Museum**—workshops in cultural history / social studies, natural history / science, archaeology / Native American and art. Dates run from September to June. [www.in.gov/ism/ForEducators/EducationalWorkshops/index.aspx](http://www.in.gov/ism/ForEducators/EducationalWorkshops/index.aspx)
- **Center for Sustainable Destinations**—protecting all the world's distinctive places through wisely managed tourism and enlightened destination stewardship. The core strategy...**geotourism**. [www.nationalgeographic.com/travel/sustainable/](http://www.nationalgeographic.com/travel/sustainable/)

**Geo-tour-ism** *n*: Tourism that sustains or enhances the geographical character of a place—its environment, culture, aesthetics, heritage, and the well-being of its residents.



Indiana Student continued from page 1

swer, falling just shy of the top three. William Lee of Massachusetts went on to finish 3rd and earned a \$10,000 college scholarship. Hunter Bledsoe of Alabama finished 2nd and earned a \$15,000 college scholarship. It was a sixth-grader from Nebraska, Akshay Rajagopal, that went on to win 1st place and the \$25,000 college scholarship after answering the question posted at the beginning of this article.



Erik (back, center) takes his seat for the final round competition.

Indiana can certainly be proud of our state representative, Erik Troske, an eighth grader (last year) at Barker Middle School in Michigan City. He worked extremely hard to advance as far as he did. Although he is now off to high school, we asked Erik to share some thoughts from his experience at the national-level competition...

*Getting the opportunity to come to Washington twice was fantastic and I also enjoyed the Geobee Competition itself. I was very surprised, to say the least, that I came in 4th place in the entire country!*

*It was also nice to get to meet kids from all over the country and our territories as well. I have sent e-mails*

*and kept in touch with several kids, and enjoyed talking with them about what is going on in their areas of the country and other things.*

*Although it may have been my second year in a row going to Washington for the Geobee, I have to say I was probably more excited this time. Last year, I knew ahead of time that I would be going to Washington for the Spelling Bee and didn't really know what to expect at the Geobee. This year, the state level bee was also a competition that came down to the very last question and I was elated when I won.*

*I could go on and on about my wonderful experiences in Washington, but I just have to say many thanks again for the opportunity to see our nation's capital, meet kids from all over the country, and participate in the national competition representing Indiana. Thank you!!!*



Finalists rejoin host, Alex Trebek during awards ceremony.

Answer to the National-level winning question:

**Bolivia**

# Get your school involved today!

## National Geographic Bee

"An academic competition for schools with grades 4-8"

**Important Dates: October 15, 2008—Registration for the 2009 National Geographic Bee must be received by this date. November 10, 2008 through January 16, 2009—School-level Geographic Bees held. January 31, 2009—Qualifying tests must be received from registered schools by this date. April 3, 2009—State-level Geographic Bees held. May 19-20, 2009—National Geographic Bee, Washington, D.C. Visit [www.nationalgeographic.com/geographybee](http://www.nationalgeographic.com/geographybee) for more information.**

## Summer GHW Workshop Highlights

GENI focused its summer workshop initiatives on the high school course, Geography & History of the World (GHW) again this year. The IDoE asked that we offer the highly requested professional development opportunities to the northern and southern parts of the state after hosting an Institute in Indianapolis last summer.

A group of teachers assembled at IU-Southeast in New Albany June 30-July 2 and another group assembled at IU-South Bend July 8-10. They were both intensive, three-day workshops packed with presenters, field experiences and sharing. Participants were given the opportunity to take one graduate credit hour with fees paid by the IDoE grant, and an optional second credit hour at their expense.



*Claudia Crump at the Center for Cultural Resources at IUS.*



*IUSB Participants doing field work.*

We enjoyed seeing some familiar faces and getting to know some new ones. There still remains a lot of uneasiness about this new course among teachers and we hope the workshops and resource base GENI is building will continue to help ease concerns.

A special thank you goes out to our gracious hosts at IUS and IUSB, as well as to the numerous presenters who provided materials and offered their time to these classroom teachers. GENI hopes to start offering one-day intensive workshops around the state throughout the school year. This is an important year because of textbook adoption in the social studies. We encourage teachers to attend the annual ICSS conference being held at IUPUI on November 6th. There will be sessions for GHW and plenty of textbook representatives on hand! See below for connection to the new GHW website!

# [WWW.IUPUI.EDU/~GHW](http://WWW.IUPUI.EDU/~GHW)



**This website shares the resources presented, and materials created from GENI's GHW Institute and Workshops. Much more will be added over the next two months, including a literature list, so check back often. If you have a resource and/or lesson to share with fellow GHW teachers, please send in an email to the GENI Main Office.**





# Geospatial Technology and ISEF Review

By Joachim Ladwig, Lighthouse Christian Academy, Bloomington

This past May, I was fortunate to have had the opportunity to review the contributions of some amazing students at the Intel International Science & Engineering Fair in Atlanta. As a result of my experience, I am embarrassed at how “inside the box” some of today’s *mainstream* scientific researchers have become. These “kids”, unencumbered by party lines or conventional protocols, have bravely... perhaps even cavalierly... gone where few have published before. Brazen, seat-of-the-pants Science this is, and to each of them I say, “**Bully!**” per our Rough Rider President, Roosevelt. I interviewed five students who used geospatial technology applications in their research. The fact that they all attend US schools was unexpected and is merely coincidental. I’ve included my comments and if you would like to read their project abstracts, feel free to contact me.

I begin with thoughts on **Curtis Johnson’s** Plate Migration observations and analysis. In the truest sense of Scientific Discovery, Curtis found that his data ask more questions than they perhaps answer. This observation alone is an indication that something new has been uncovered; a new systematic relationship or operational perspective. Yet he is willing to stand boldly on his analysis and postulate his hypothesis, though it flies in the face of conventional thought (Unitarian/ Wagnerian tectonic theory), AKA the modern sense of “normality.”

Curtis based his discoveries on GIS and personally-collected GPS data. Utilizing present-day star charting software and logical, cultural, archeological (i.e. geographical) analysis of Native American Medicine Wheel functionality, his correlations determined localized tectonic plate drift independent of outside opinion. Personally, I found this to be simply amazing.

**Molly Kennon** researched atmospheric characteristics 26 kilometers above the earth’s surface. She worked as part of the Arkansas BalloonSAT project, a group of students and professionals collecting data from the nether reaches of our atmosphere with personally constructed payloads carried aloft on weather balloons. Their site, *ARKballoons.com*, provides background research on the project, as well as pictures and other information. Molly told me that, “Learning outside the classroom was fun. The idea of constructing a payload train with my own hands and seeing the photos taken from the edge of space *on my camera* was... EXCITING!!!” After discussing the hundreds of hours invested in this unconventional pro-

ject, Molly smiled and stated unequivocally, “Every hour [of time invested] has been worth it.”

Geospatial equipment employed in Molly’s project included a GPS transmitter which tacked altitude, location and time data to the real-time data stream. A data-receiving set on the ground by which the payload was tracked to Earth. Robust utilization of GPS technology facilitated timely recovery of all seven payload trains launched by the BalloonSAT team. GPS technology not only made payload recovery possible, but quite literally connected the scientific data to a specific 4-D geographical place and time.

After hearing a science nugget about Siberia’s nineteen-inch annual elevation change, an ellipsoidal height anomaly, **Rebecca England** produced a similar body of research with a personal connection. As she dubbed it, Rebecca was studying the Enhanced Alabama Gravitational Lunar Effect, or Operation E.A.G.L.E. She predicted a measurable rise and fall in her local environs and hypothesized the cause of the effect. Rebecca’s efforts were aided through sponsorship by TOPCON Survey Products which allowed her to measure and compare tremendously precise vertical elevation anomalies with the typical geospatial reference data. The world-wide scope of the GPS system was the resource that powered her project.

Rebecca explained that, “Dad helped introduce me to the surveyor’s business,” and helped with access to her potential sponsor. “After that, I was on my own collecting data in the wee hours of the night.” Consistent anomalies in her results showed that there was something predictable at work causing the elevation change, and pointed out some consistent errors in the reference data. Those realizations were the catalyst spurring her to engage Operation E.A.G.L.E. and to interpret the results as observable, repeatable and hence, predictable patterns. In other words, Scientific Discovery.

The correlation of Arctic Solar Flux and [Polar] Ice Extent Loss Projections was the business of **Gwyneth Glissman**. Her project received a great deal of recognition from NOAA, DoD, and other organizations totaling some \$40,000 in scholarship and cash awards. Gwyneth overlaid GIS data, specifically global population centers and average albedo, to determine if painting the rooftops of the world with reflective paint would decrease Earth’s surface absorption of heat. Through the speedy and convenient use of GIS data, she determined the worldwide



*Geospatial Technology continued from page 5*

rooftop availability would be insufficient to meet the ever increasing need for reduced surface heating. Further utilization of publicly available NASA databases from CERES, Aqua and Terra satellites helped her draw the conclusion that an area twice the size of Alaska would have to be made highly reflective to mitigate future surface heating and subsequent ice cap reduction. Gwyneth's conclusions and modeling of extremely accelerated ice cap loss - much sooner than the predictions of existing NOAA models - generated quite a bit of interest and discussion.

My last interview was with **Rohit Thummalapalli**, discussing Environmental Simulation for Elephant-Vegetation Dynamics of the Kruger National Park, South Africa. This project is densely GIS laden from vegetation maps, to elephant grazing lands, and savannah burn areas impacting former populations. Rohit's work focused on writing a software program that would simulate the relationship between those populations, densities and many more variables to include annual/historical weather patterns to name only two.

Rohit was taken by two significant points as he began this line of inquiry. First there was his personal sense of connection with Earth's troubles at the very basic level, i.e., a ground level of understanding, versus the abstract, intangible, nebulous, often hopeless, "something is wrong somewhere," sense of reality which increasingly pervades the collective conscious of post-WWII America. His pay-off was a reconstruction of the historical spatial ratios of elephants, grass and woody vegetation and observing the change over time. Rohit enthusiastically stated, "What I learned was amazing! And we can make a difference if we continue to attempt to do so. That is the crux of my project."

As I reflect on these students' use of GIS and GPS technology, I observed that they were both innovative and traditional; their results, expected and unexpected. Their applications of geospatial technology in a variety of forms

produced repeatable scientific results whether they shot their equipment into the sky, measured ancient data, or applied GIS layering technology to better understand the world around them. These amazing students, following in the footsteps of the great pioneers of Scientific Discovery and yet blazing new trails of their own utilizing all of the available technology of their generation, are worthy of our recognition as budding geographers, scientists, engineers, indeed the world leaders of tomorrow.

Approximately 1,550 young scientists from 51 countries, regions, and territories participated in this world's largest pre-college science fair. The Intel Foundation awarded the top 3 finishers \$50,000 scholarships, while another 500 participants received smaller scholarships and prizes. For more information, visit [www.intel.com/pressroom/kits/education/isef.htm](http://www.intel.com/pressroom/kits/education/isef.htm)

*"Every year, talented students share ideas, showcase cutting-edge science, and compete for more than USD 4 million in awards and scholarships. Sponsorship of the International Science and Engineering Fair is one aspect of Intel's multi-year, multi-million dollar global commitment to education. Since Intel became the prime sponsor of the fair in 1996, the number of finalists has grown by 40 percent to include more than 1,500 students and the number of participating countries, regions and territories has grown by more than 70 percent."*



## Geo Feature



### EarthCaching

What better way to learn about the planet than to get out there and explore it with EarthCaching! "Earth what-ing?" you ask. EarthCaching is a clue-driven hunt for natural treasures using a hand-held global positioning system (GPS) to help you locate a place. The Geological Society of America's EarthCache website links to more than 3,500 listings of sites that contain natural phenomena or local wonders. To get started, visit the EarthCache site and enter your country, state, and type of feature you want to explore (river, waterfall, fossil, and son on). Sign up to receive coordinates for the feature's location, and information on the area and the item. Pretty cool, right? So grab your family and friends and explore an EarthCache in your local environment!



China continued from page 1

experience for all 479 participants from August 6 to the 17th. "At the closing ceremony, all members recalled their sweet experiences with the Beijing OYC. They expressed gratitude for the helpful services of the volunteers. They exchanged addresses and promised to work hard in unity for the Olympic Movement, for peace and development in the world, for friendship and progress of mankind and for a bright future." For more information on the Beijing Olympic Education Programs, visit <http://en.beijing2008.cn/education/>.

Reviews of China's performance as host nation have been all over the spectrum. An example in point, the opening ceremonies. Many praise the amazing beauty and synchronization of the thousands of performers while others are alarmed and intimidated, finding a sense of "militancy and threat" before them. Many hoped the Olympic Games would allow China to showcase its rapid economic growth and modernization, while domestically the government hoped to show the Communist Party's competence and status as a major world power.

Was China successful in defining a new and improved China? Most political critics have a strong "no" response when asked this question. A large number of students have heard and watched at least part of the 2008 Olympics. While the games may have come to an end, all eyes will remain on China to see how it's political and economic path will play out, long after the torch has gone out on Beijing.

This provides a fantastic platform for teachers to engage their students in some critical analysis of China, communism, Tibetan relations, natural disaster recovery, Olympic history, sport and tourism, and the list goes on. Don't miss out on this opportunity to get your students thinking geographical!

For some very useful articles, visit the **Council on Foreign Relations** website at <http://www.cfr.org/>

[*Gaming the China Model, Clearing the Air in China, and especially, China's Olympic Nightmare*].

A must-see, interactive, historic map: *A Map of Olympic Medals*, available from the **New York Times** at [www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804\\_MEDALCOUNT\\_MAP.html](http://www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804_MEDALCOUNT_MAP.html). See page 13.

## Classroom Visit to 2008 Beijing Olympics

Summer may have come to a close along with the Beijing Olympics, however, it's never too late to visit. Take a trip to Beijing, China with National Geographic Kids blogger, 12-year-old David. He tells us what it's like to live in China, attend events at the Beijing Olympics, play sports, and eat real Chinese food.

[<http://kidsblogs.nationalgeographic.com/you-are-here/beijing/about-this-blog.html>]

Then, get to know the continent of Asia with geotours in Google Earth featuring images, video, and quizzes about Asia's art, landscapes, festivals, animals, and food.

[[www.mywonderfulworld.org/continents/asia/?source=email\\_education\\_20080806&email=education](http://www.mywonderfulworld.org/continents/asia/?source=email_education_20080806&email=education)]

For a fun twist, try a turn at playing as an animal athlete in NG Kids' GeoGames.

[[http://kids.nationalgeographic.com/Games/ActionGames/Geogames?source=email\\_education\\_20080806&email=education](http://kids.nationalgeographic.com/Games/ActionGames/Geogames?source=email_education_20080806&email=education)].



### View Your Wonderful World



Want to watch some thrilling, silly, intriguing, and yes, informative videos about your wonderful world? Check out the My Wonderful World Channel on YouTube. Our number of videos and number of subscribers are on the climb, so tune in today! <http://www.youtube.com/mywonderfulworld>

## Four day week on the rise in education

High gas prices, long commutes have colleges and K-12 schools taking a close look at longer days, shorter weeks

By Dennis Carter, Assistant Editor, eSchool News

School districts and universities are taking cues from the business world and instituting four-day weeks, a trend that some say could become the norm as gas prices and energy costs continue to rise.

Experimenting with four-day school weeks is becoming popular in some of the country's most remote school districts, where buses travel hundreds of miles for student pickups, drop offs, and sporting events. Some colleges and universities have begun offering four-day weeks for employees and students, although most campuses

don't close shop on Fridays. Instead, administrators are authorizing alternative schedules as an employee-friendly policy designed to soothe the sting of increasingly costly daily commutes.

Some school systems, during the past year, have eliminated Friday from the work schedule in Minnesota, Kentucky, New Mexico, Nevada, and Utah.

Bob Dolazel, superintendent of the rural White Pine School District in Nevada, said piloting the four-day week in the district's K-12 school has saved on energy costs, but has also created more classroom time for students.

"Our motivation at the time was improving the amount of instructional time our students have," said

Dolazel, schools chief since 2000. Sporting events, he said, cut down on students' class time because some games were more than 100 miles from White Pines, meaning teams would have to leave with several hours left in the school day.

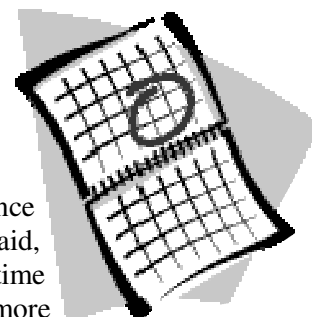
With only 115 students in the school, having a couple dozen leave for an athletic event was detrimental, Dolazel said. Now, all athletic events are scheduled for Fridays and Saturdays, meaning class is not interrupted by

team schedules.

With budgets in trouble in most states today, colleges and school districts see alternative scheduling as a way to save money. The White Pines School District is facing a 14 percent budget cut for the coming school year. But Dolazel said employees and students have praised the three-day weekend, even though each remaining school day had to be extended by about two hours.

"If gas prices were a dollar a gallon, they'd still want to have a four-day school week," he said. "They really enjoy it. ... It has overwhelming support here."

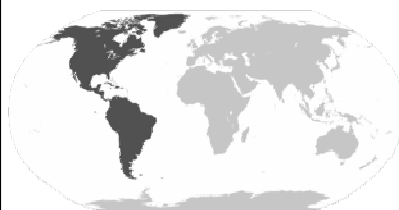
For a complete copy of this article and more top stories for educators, visit [www.eschoolnews.com](http://www.eschoolnews.com).



### Geography and Economics of the School Calendar!

## Geography Action! 2008-09: "Mapping the Americas"

This year, the *Geography Action!* program will focus on and feature the regional and cultural geography of "*The Americas!*" *Geography Action!* themes will focus on the continents for the next several years, the result of which will be a world curriculum. Africa was presented in 2006 and Asia in 2007. The program launches in September and is geared for participation throughout the 2008-09 school year. The *Geography Action!* Web site will offer dozens of interactive experiences. Mark your calendar for Geography Awareness Week—November 16-22, 2008—a great time to highlight the Americas in the classroom, school, and community!



GENI will also be offering *Geography Action! After-School Workshops*. Oct. 14 at Northview Middle School on the north side of Indianapolis (contact Diane Black at [dblack@msdwt.k12.in.us](mailto:dblack@msdwt.k12.in.us)) and on November 20th at the International Festival of Indianapolis (page 11). Watch the GENI website for additional dates and times! The next Newsletter will focus on the GA! theme, providing literature lists, activities, games, music, foods, and more.

# Michigan hosts NCGE

# Major Conference Opportunity!



**The National Council for  
Geographic Education**

## 2008 National Conference on Geography Education

Please join us in Dearborn, MI for the 2008 National Conference on Geography Education. The conference is sponsored by the National Council for Geographic Education, a leading national organization whose mission is to enhance the status and quality of geography teaching and learning. The Michigan Geographic Alliance is the co-host for this event with the Michigan Council for the Social Studies who is a conference partner. Participants, sponsors and exhibitors can present and/or attend exciting sessions featuring *The Automobile Industry*, *Arab Americans*, *Geo-Literacy*, *Spatial Thinking*, *The Americas*, *Geo-Technology*, *Advanced Placement in Human Geography* and *Geography Across the Social Studies*.

### Conference Fees

	Members	Non-Members (includes one- year membership)
• Registration until September 7:	\$235	\$305
• Late Registration/On-site registration:	\$260	\$320

### Housing and Travel Information

**The Hyatt Regency Dearborn** is the conference hotel and where all of the sessions will be held (except for special workshops at The Henry Ford and other offsite venues).

The Hyatt Regency is located at 600 Town Center Drive, Dearborn, MI. The discounted group room rate for single/double occupancy is \$136 per night, plus tax. To secure your hotel reservation at the \$136 group rate, please use the code: "G-NCGE". You may call the hotel directly at 313-593-1234 or toll-free at 800-233-1234. If booking your hotel room online, go to [www.hyatt.com](http://www.hyatt.com) and input "G-NCGE" under the Group/Corporate # slot. Availability may be limited. All reservations should be made by September 8 to get the discounted rates.

**Save money by registering early!** Only \$235 for members and \$305 for non-members. Registration prices are good until September 7th. Register on-line at [www.ncge.org](http://www.ncge.org).

## Enter your class in the "2008 Indiana Geography Awareness Week Postcard Contest"



Have your students design a postcard representing this year's theme, **MAPPING THE AMERICAS**, and they could win great PRIZES! Four winners will be chosen, one per category: K-2, 3-5, 6-8 and 9-12. From these winners, a GRAND PRIZE WINNER will be selected and their postcard will be printed for use by the student, teacher, school and the GENI Main Office! Contest details/rules will be posted on the GENI website in early-September and in the next newsletter. Get your students started thinking geographical today!





# Empowering Students for the Future!

Textbooks, Technology and Innovations in  
Social Studies Education

*Indiana Council for the Social Studies' Annual Conference*

University Place Conference Center & Hotel  
IUPUI, Indianapolis

**Thursday, November 6, 2008**

- *Be one of the first to preview the new Social Studies textbooks for the 2008-2009 textbook adoption.*
- *Find out how the new Social Studies standards and state testing will impact your curriculum.*
- *Meet with some of the best Social Studies teachers in Indiana*
- *See first hand the new Social Studies resources*
- *See innovative lessons that will add spark to your teaching*
- *Discover new opportunities for professional development.*

**Mark your calendars!**

**Details on proposals, registration and exhibits  
on the ICSS website.**

**<http://www.wvec.k12.in.us/icss>**

# **2008 International Festival**



Brought to  
you by AAA



**NOVEMBER 20 –23**  
**INDIANA STATE**  
**FAIRGROUNDS**

*Featuring special entertainment  
guests, the Peking Opera from  
Beijing, China*

**The Nationalities Council of Indiana** invites you and your students to the **2008 International Festival**. This year will feature exhibits from the 50 + ethnic groups represented in Central Indiana as they gather to share their rich cultural histories and traditions. Highlights of the festival include Culture Booths hosted by volunteers in traditional dress where you can connect with your own ethnic heritage; authentic foods; artisans demonstrating unique cultural crafts; a Naturalization Ceremony; an International Marketplace offering gifts from around the world; and continuous ethnic music and dance by local and national performing groups.

A trip to the International Festival will allow you to also take the opportunity to celebrate “National Geography Awareness Week” ([www.nationalgeographic.com/geographyaction](http://www.nationalgeographic.com/geographyaction)) and “International Education Week” (<http://iew.state.gov/contact.htm>) on these dates as well.

Special “School Days” November 20 & 21 from 10AM to 2PM, allow students to learn about diversity and explore their own ethnic roots. Students travel the festival using Student Passports provided by the Nationalities Council and Eli Lilly Foundation. Advanced group prices are available for school groups through November, 14, 2008. Visit [www.IndyInternationalFestival.org](http://www.IndyInternationalFestival.org) or call (317) 236-6515 x5501 for more information.

## FREE EDUCATORS WORKSHOP

See that globe? It's almost 17 feet tall! **Earth Adventure** is bringing the world to the International Festival, again in 2008!. Earth Adventure is a nonprofit organization whose mission is to improve K-12 science, geography and standards based aptitudes and competencies through supplemental learning activities and programs which enhance classroom curriculum. Centerpiece of that effort is the earth itself. Plan to come to the festival and see it for yourself. For more information on Earth Adventure, visit [www.earthadventure.org](http://www.earthadventure.org).



GENI will host a **FREE Educators Workshop** Thursday, Nov. 20th from 4:30-7:30pm. Take a step inside planet Earth! Ethnic food will be provided along with this great “global” experience and participants will take home loads of classroom materials/ resources, including posters/maps and a “teacher kit” from the National Geographic for the 2008 Geography Awareness Week theme: **Mapping the Americas**. Pre-registration is required, so contact the GENI office if you are interested in attending.



# Geography of the Political Spectrum



*By: Scott Royer, 7/22/08  
McCutcheon High School; Lafayette, IN*

**Class Time:** 1-2 days

**Purpose:** Students will map the modern American political spectrum, analyze the different ways it has been mapped, and understand that it may be represented in different ways depending on the political and historical circumstances.

## **National Geographic Standards:**

*The Uses of Geography*

17 - How to apply geography to interpret the past.

18 - How to apply geography to interpret the present and plan for the future.

## **Indiana Social Studies Standards:**

*Geography and History of the World/US History*

GHW.6.1, GHW.10.2, GHW.10.3, GHW.10.6, USH.3.8, USH.4.1, USH.4.3, USH.4.5, USH.4.6, USH.5.1, USH.7.1, USH.7.3

**Objectives:** Students will be able to

- describe what political left and political right mean (from their perspectives) in our modern political culture,
- create a map version of the political spectrum,
- analyze the perspectives of the left and right while addressing issues (the left and right arguments for/against and where they would fall on the political spectrum), and
- list at least two historical examples of when the forces on the right or left have made changes in society.

## **Background:**

I came up with the idea of this lesson while attending a graduate geography education class at IUS. We were discussing the idea that you could plot anything on a map. The political spectrum is often something that comes up, especially when discussing contemporary issues in politics. Students have often heard of left, right, liberal and conservative, all in relation to democrat and republican, but usually cannot explain what they mean.

By allowing students to sort through information on their own and to develop a visual representation on their own, my hope is that they will become more familiar with the terms, with the issues, and with the relationships within the political spectrum. My interest is not in swaying them to one side or the other, but getting them oriented so they can sort out their own political ideology-where they stand on the issues and what they think. Also, in the framework of Geography and History of the World, they will make correlations between the political spectrum and ideological movements that occurred and were resisted throughout history.

## **Materials required:**

- Overhead/Smart Board
- Pencils, blank papers and textbooks
- Attached handouts/definitions if needed *[see website version of lesson plan]*
- Attached Power Point if needed (modify/use what you need) *[see website version of lesson plan]*

## **Procedures:**

- Ask students what the important issues of the next election are going to be.
- They will list things like the war, unemployment, economy, religion/prayer in school, and/or public facilities, abortion/pro-life, etc.
- Have students list the opposite sides of each argument.
- Break students into groups and have them make two lists.
- Each list should be made up of one side of each political argument - arranged with commonalities. In other words, they are to guess which arguments of issues would come from the same group or be oriented to similar sides.

*\*This is only a portion of this lesson plan. For a complete version, visit the GENI website or the GHW website.\**

# Olympic Medal History Quiz

Name \_\_\_\_\_ Class \_\_\_\_\_ Due Date \_\_\_\_\_

Use the New York Times “A Map of Olympic Medals” to answer the following questions. All questions pertain to the Summer Olympic Games, not any of the Winter Olympic Games.

[www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804\\_MEDALCOUNT\\_MAP.html](http://www.nytimes.com/interactive/2008/08/04/sports/olympics/20080804_MEDALCOUNT_MAP.html)

1. Name the 4 cities that have hosted the Games twice.

\_\_\_\_\_

\_\_\_\_\_

2. What city will be the first to host the Games three times? (Hint: host of the 2012 Games)

\_\_\_\_\_

3. Name the 3 US cities that have hosted the Games?

\_\_\_\_\_

\_\_\_\_\_

4. What correlation do you see between the host city and the medal count for many years, especially the first 5 years the Games were held?

\_\_\_\_\_

\_\_\_\_\_

5. In what year did Russia compete as an independent country, not as part of the former Soviet Union?

\_\_\_\_\_

6. What country took home 3 gold, 2 silver and 3 bronze medals in 1960, but today competes as 2 different countries?

\_\_\_\_\_

*The following questions may require additional research.*

7. What year between 1896 and 2008 were there no Games held (that normally would have been that year)? Why? \_\_\_\_\_

\_\_\_\_\_

8. What year did the US boycott the Games? \_\_\_\_\_ Why?

\_\_\_\_\_

\_\_\_\_\_

9. During what year did a terrorist attack claim the lives of 11 athletes and coaches?

\_\_\_\_\_

\_\_\_\_\_

10. What year did the Soviet Union boycott the Games? \_\_\_\_\_ Why?

\_\_\_\_\_

\_\_\_\_\_

11. Who's record of 7 gold medals in one Olympiad did Michael Phelps just break in Beijing?

\_\_\_\_\_

When did this person set that previous record and at which host city?

# 2008 BEIJING OLYMPICS

A S M T H D M H H A A P M L C V D G N G Y M S C K  
 B M C D X E X E S T O A Z Y O X A M A N E L D I G  
 W N N I X V L B L N D T H C I N U M P I N O Y T U  
 R A J I T S O A Q R D R B C Y B D P J C D H S Y K  
 E X C P I S N M E L B O U R N E A O B N Y K O K R  
 S O W N S T A T G N I J I E B B K R N E S C L H Q  
 T P K F A D S N O X W I R H G A U T C F I O C J E  
 L I T W L M I E M S I V M N N S E Z L E U T C B U  
 I E X E A W B R C Y T V I K P K R X Y Z L S S P V  
 N N I U O L F C C O G L S C X E Y R U R L O V S V  
 G F J R U G N W U U I N G A Q T P K X O V O N T G  
 L A E R T N O M A A O L N R P B N U U G W X K A P  
 M M N T T U W H S N H X R T D A O I E F C F R K N  
 N A I R T S E U Q E L P B H L L S H V O H Y D Z I  
 L G B H H M Q U Q I S A X K C L U O K W Z C K V D  
 T L N L Z K S X J K P R C O O A L X X C O I A O K  
 Y E A I S O C C E R T I X Y A L E V D A L C H M V  
 A I N B L T O U G H A S Q P E P D B H L B J S J U  
 Q N N N E C L H N K N P O Y K O T N A K E F D O H  
 H G T S I S Y F I V G T B Y C O N B Z O R G L T M  
 P N E W K S A C T Z E A D O W A T E R T L O D U J  
 C O S L E H R B O H L X R M R F Z G Q B I O L X R  
 L E U E A R S N O L E E U O O P U Y Z P N Y P A K  
 Q H C I V B P X H T S I T S M O S Y Q X A K M F B  
 S W I M M I N G S A T H E N S E N M F A W U G F Q

## SUMMER OLYMPIC HOST CITIES

ATHENS	ROME
PARIS	TOKYO
ST LOUIS	MEXICO CITY
LONDON	MUNICH
STOCKHOLM	MONTREAL
ANTWERP	MOSCOW
AMSTERDAM	SEOL
LOS ANGELES	BARCELONA
BERLIN	ATLANTA
HELSINKI	SYDNEY
MELBOURNE	BEIJING

## US MEDAL EVENTS

BASEBALL	SOCCER
BASKETBALL	SOFTBALL
BEACH VOLLEYBALL	SWIMMING
CYCLING	TENNIS
EQUESTRIAN	TRACK AND FIELD
FENCING	VOLLEYBALL
GYMNASTICS	WATER POLO
JUDO	WRESTLING
ROWING	
SAILING	
SHOOTING	

*Note: Spaces do not exist in the puzzle. Extension: Have students map all host cities on world map.*



## What do Whooping Cranes, Indiana and Hurricane Season have in common?

Each fall, a group of whooping cranes departs Wisconsin on a migration mission to Florida for the winter. These beautiful creatures fly behind an ultralight aircraft, leading the way. They fly directly over Indiana and sometimes make “pit-stops” in the Hoosier state. Once in Florida, their greatest challenge lately, has been Hurricane Season. Get your students involved with this annual migration over our state. Use the lesson plan below or other lessons/activities from the ICF website. Hurry, the journey begins soon!

**International Crane Foundation** (ICF)—Programs, Resources, and Workshops for educators (including activities in Spanish) <http://www.savingcranes.org/index.cfm>

**Operation Migration**—Field Journal with daily updates <http://www.operationmigration.org/>

**Journey North**—Eastern Flock Migration Map; Beginning in September, click on “Sightings for classroom mapping” and watch the southern migration from Wisconsin to Florida, passing right over Indiana. [http://www.learner.org/jnorth/maps/crane\\_spring2008\\_HY2007.html](http://www.learner.org/jnorth/maps/crane_spring2008_HY2007.html)

### WHOOPING CRANES AND THEIR HUMAN FRIENDS

#### Overview:

This lesson shows students how people are helping endangered whooping cranes by teaching cranes raised in captivity how to live in the wild and how to migrate. Students will view videos or photographs of whooping cranes being raised by mechanical crane-like puppets and being led in their first migration journeys by piloted ultralight aircraft disguised as birds. They will conclude by creating timelines showing the process by which whooping cranes are raised in captivity and taught migration routes.

**Connections to the Curriculum:** Geography, life science

**Connections to the National Geography Standards:** Standard 9: "The characteristics, distribution, and migration of human populations on Earth's surface"

**Time:** Two to three hours

#### Materials Required:

- Computer with Internet access
- Wall map of North America
- Blank Xpeditions outline map of North America, one for each student or pair of students
- Large pieces of construction paper
- Writing and drawing materials

#### Objectives:

Students will

- map the whooping crane's migration route;
- view video clips or photographs of whooping cranes being raised in captivity and taught how to migrate, and list the human-made things they see in these images;
- discuss the ways that people teach whooping cranes how to migrate and the steps involved in this process; and
- create whooping crane timelines showing the steps necessary to train a whooping crane to migrate.

#### Geographic Skills:

Asking Geographic Questions; Acquiring Geographic Information; Organizing Geographic Information; Answering Geographic Questions; Analyzing Geographic Information

*Go to...<http://www.nationalgeographic.com/xpeditions/> and search for “Whooping Cranes and Their Human Friends” for a complete copy of the lesson plan.*





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<http://www.iupui.edu/~geni>

**National Geographic Bee**  
**Registration Deadline Oct. 15!**



**NCGE**  
**Dearborn, MI**  
**October 8-11**



**My Wonderful World.org**

A National Geographic-led campaign